

Integration of Universal Design for Learning (UDL) Principles in Instruction to Develop Expert Learners

This process is designed to support collegial conversations to improve the teaching and learning process. This process is **not** to be used to inform teacher appraisal.

Before the Observation

- **Schedule an appointment** with the teacher.

In this meeting you will:

- Identify a date and time for the observation to occur
- Identify the TEKS objective that is planned to be addressed during the observation
- Model how to find the TEKS objective in Goalbook®
- Identify the specific students to observe for engagement in the lesson
- Review the strategies suggested in Goalbook® for increasing student engagement when addressing the specific TEKS objective
- Review the student observation steps with the teacher (see step 3 below)
- Identify a date and time for the collegial follow up conversation (see step 4 below)
- Identify a date for the teacher feedback to be complete

During the Observation

- **Observe the student(s)' engagement in the lesson**
(http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_q7)
 - Did the lesson recruit the student(s)' interest?
 - *Did the student(s) have discretion and autonomy in making choices in the lesson?*
 - *Were activities associated with the lesson personalized and contextualized to the student(s)' lives, culturally and socially relevant; age and ability appropriate?*
 - Did the lesson provide options for sustaining effort and persistence?
 - *Did student(s)' demonstrate an ongoing awareness of the lesson goal/objective?*
 - *Did the difficulty level in the lesson vary to allow student(s) to find activities with optimal motivation?*
 - *Did the lesson provide options for student(s)' to self-regulate their own emotions and motivations?*
 - *Did the lesson include strategies to promote clear expectations?*
 - *Did the lesson include strategies to support student(s)' to adapt their emotional responses to the lesson?*
 - *Did the lesson provide opportunity for student(s) to self-assess and reflect upon the lesson?*

After the Observation

- **Hold a collegial conversation with the teacher**
 - You and the teacher write down separate lists of the things you liked about the lesson ("I liked...")
 - You and the teacher write down separate lists of questions you have following the lesson ("I wonder")
 - You and the teacher share your lists and discuss your common and different likes and questions and complete the observation rubric.
- **Review with the teacher the strategies suggested in Goalbook® pertaining to the specific TEKS objective addressed in the lesson.**

Learn more about developing expert learners

Expert Learning. Chapter Two in the book, *Universal Design for Learning: Theory and Practice* by Grace Meo and David H. Rose and David Gordon A free web book at <http://udltheorypractice.cast.org/>

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Collegial Conversation Worksheet

Indicate all that apply.

Observation Elements	Element is Present	Element is Active to the Learner	Element is Individualized	Element Empowers Expert Learning
Clear learning objective	Learning objective:	Learners communicate the learning objective during the observation	Learning objectives are individualized to match learner strengths and needs	Learners make choices in how they respond to learning objectives based on individual learner strengths and needs
Multiple means of engagement	Lesson is designed to engage all learners. (List strategies used) <div> <input type="checkbox"/> _____ <input type="checkbox"/> _____ </div>	Learners are attentive to the lesson	Learners communicate the component of the lesson capturing their interest	Learners provide meaningful feedback on how the lesson could be improved.
Multiple means of representation	Lesson incorporates 3 or more ways for learners to receive instruction: <div> <input type="checkbox"/> Text/Print <input type="checkbox"/> Video <input type="checkbox"/> Audio <input type="checkbox"/> Manipulative </div>	Learners select how they will receive the instruction.	Teachers guide learner's selection of how the learner will receive the instruction based on learner strengths and needs	Learners communicate purposeful selection of how they will receive instruction based on knowledge of their individual learner strengths and needs
Multiple means of action and expression	Lesson provides 2 or more options in how learners demonstrate their learning: <div> <input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Graphic Organizer </div>	Learners select how they will demonstrate their learning	Teachers guide learner's selection of how the learner will demonstrate learning based on the learner strengths and needs	Learners communicate purposeful selection of how they will demonstrate learning based on knowledge of their individual learner strengths and needs

Goalbook® Review

Strategies suggested in Goalbook®	Example of what the strategy looked like or might have looked like in the lesson

Teachers are encouraged to provide feedback at https://www.surveymonkey.com/r/UDL_Observation_Teacher_Feedback

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